

which we do not specially teach them either?

The following papers were set as a means of answering this question:—

### A.

I. Name six heroes, prophets, or gods, of the Greeks, Romans, or Arábians. What was each noted for?

II. One of the poets of Queen Victoria's reign wrote a lament on the death of a friend. Name the friend, the poem and the poet. Tell something worth remembering about this friendship. Give a short quotation from any poem by this writer.

III. (1) What does a Hindu think about the Ganges?

(2) What does a Hindu think about the cow?

(3) What does a Mohammedan think about the slave trade?

(4) What does a Mormon think about home life?

(5) What did the early astronomers think about the shape of the earth?

(6) What did the early astronomers think about the motion of the heavenly bodies?

IV. "I would rather have written these lines than take Quebec tomorrow."

(1) Who said this?

(2) When?

(3) Who wrote "these lines."

(4) What did the speaker mean?

### B

I. Name six great Old Testament characters. What made them great?

II. Name the poet of the Bible who wrote a lament on the death of a friend?

Name the friend.

What was his fate?

Give a short quotation from any of this poet's writings.

Tell anything worth telling about their friendship.

III. Give one short practical direction from the Bible for each of the following:—

(1) The duties of a citizen.

(2) " " judge.

(3) " " king.

(4) The treatment of the aged.

(5) " " " poor.

(6) " " " lazy.

IV. "Render, therefore, unto Cæsar the things that are Cæsar's, and unto God the things that are God's."

Who said this?

When?

What does it mean?

In preparing these papers, everything directly bearing upon school work was avoided. Had I, for example, set for A I.: "Name and describe six characters from 'Kenilworth,'" I knew every pupil would give a good answer. But that would not have tested the point in question. We know our pupils are far better acquainted with every book authorized by the Education Department of Ontario than they are with the Bible. It is not surprising that they should know a book they study and should not know a book they do not study. The profession knows that and the public knows that. That was not what I wanted to know. I wanted to know whether they had "picked up" as much or more about Grecian and Hindu mythology and other things to which chance allusions are made in class-work as they had "picked up" about the Bible, to which also chance allusions are made in class-work, and which is assumed to be taught by the Church and the home besides.

So I tried to make the questions on A and B of equal difficulty, and showed the paper to a professional friend, explaining my object. My friend at once assured me that those who were able to answer A would be able to answer B, and that I would find the results about equal. On reading the questions again, I was